

Lesson Plan Part 1

Business/Materials	Lesson Objectives (Part 1)			
<ul style="list-style-type: none">● Basic 1 Structure student’s book.● Overhead projector● Handout	By the end of this lesson, students will be better able to: <ul style="list-style-type: none">● construct affirmative and negative statements in the Simple Present.● use time expressions in the Simple Present● identify the correct spelling of -s, -es, and -ies forms.			
Warm-up and Objective Discussion				
Warm-up “Two Truths and a Lie” (3-5 mins) <ul style="list-style-type: none">● Write one incorrect and two correct sentences (two truths, one lie) on the board about yourself in Simple Present tense.● Ask the class to guess which are true and which is the lie.● Call on one or two students to follow the teacher’s examples and give examples about themselves (truth or lie).● Write the students’ statements on the board using the third person singular.● Ask the class to guess which are true and which is the lie.				
Objective Discussion (2-3 mins) <ul style="list-style-type: none">● Explain that today we will learn:<ul style="list-style-type: none">○ how to use Simple Present Tense correctly in affirmative and negative statements.○ time expressions used in Simple Present○ spelling rules for adding –s, -es and –ies to form correct sentences○ to use Adverbs of Frequency with Simple Present				
Instruct and Model	✓ R	✓ W	✓ L	✓ S

Review Form and Meaning of Simple Present Statements (7-10 mins)

- Point out the differences in warm-up sentences by comparing first person and third person singular.
- Activate Ss prior knowledge by reviewing the verbs 'Be' and 'Have'.
- Explain how to use Simple Present in communication with examples (Focus on 'Meaning').
- Elicit the form and rules of Simple Present affirmative and negative sentences.
- Write the rules and examples on the board. (Direct the Ss attention to notice the 'Form')
- Explain the Spelling Rules and how to use time Expressions (9:10-9:20)

Guided Practice

✓ R

✓ W

✓ L

✓ S

Sentence Completion (3-5 mins)

- Tell Ss to complete the sentences in exercise 2.3 on P. 92.
- Tell Ss they can also change/adapt these sentences for the next activity.

Sentence Writing (5-7 mins)

- Put Ss in pairs.
- Give each student an index card.
- Tell Ss to write sentences about themselves - daily routines, facts, habits - using the verbs from exercise 2.3.
- After they finish, tell Ss to exchange cards with their partners.
- Tell Ss to check their partners' sentences for mistakes, correct them.
- Put Ss into new pairs.
- Tell Ss to tell their new partners about their previous partners, changing 1st person into 3rd person Present Simple.
- After they finish, call on some Ss to give examples to the class.
- For extra practice, tell Ss to talk about the schedule on p. 94 focusing on the time expressions with "at", "in", "from-to".

Independent Practice

✓ R

☐ W

✓ L

✓ S

Sentence Transformation (5-7 mins)

- Put Ss into new pairs.
- Tell Ss to tell their new partners about their previous partners, changing 1st person into 3rd person Present Simple.
- Monitor and take notes on common errors/issues for class feedback in Assessment.

Assessment

✓ R

☐ W

✓ L

✓ S

Class Feedback (2-3 mins)

- After they finish Sentence Transformation, call on some Ss to give examples to the class.
- For extra practice, tell Ss to talk about the schedule on p. 94 focusing on the time expressions.

Lesson Plan Part 2

Business/Materials	Lesson Objectives (Part 2)			
<ul style="list-style-type: none"> Basic 1 Structure student's book. Overhead projector Handout 	By the end of this lesson, students will be better able to: <ul style="list-style-type: none"> identify the correct word order in Simple Present statements with adverbs of frequency. construct Simple Present statements with adverbs of frequency. ask and answer yes/no questions with adverbs of frequency. 			
Instruct and Model	✓ R	✓ W	✓ L	☐ S
Introduce Adverbs of Frequency Form and Meaning (7-9 mins) <ul style="list-style-type: none"> Tell Ss to open textbooks to Adverbs of Frequency on p. 96. Call on Ss to read example sentences. Explain how adverbs of frequency are used with the main and auxiliary verbs in a sentence. 				
Guided Practice	✓ R	✓ W	✓ L	✓ S
Unscramble the Sentences (5-7 mins) <ul style="list-style-type: none"> Tell Ss to unscramble the sentences in exercise 3.1 on p. 97. Put Ss in pairs to check their answers with a partner. 				
Independent Practice	✓ R	✓ W	✓ L	✓ S
Information Gap "Find Someone Who" (10-15 mins) <ul style="list-style-type: none"> Distribute the information gap handout (Find someone who) Tell Ss that since they haven't learned to form questions, they copy the question in the worksheet. This will enable Ss to become familiar with Yes/No questions forms which will be covered next class. Tell Ss that they have 10 minutes. In 10 minutes whoever talks the most students will be the winner. Monitor and take notes on issues of form/meaning/pronunciation to review in Assessment. 				
Assessment	✓ R	☐ W	✓ L	✓ S
Class Feedback (2-3 mins) <ul style="list-style-type: none"> After Ss complete "Find Someone Who," call on Ss to report some examples to the class. Choose 2-3 common form/meaning/pronunciation issues to highlight. Check as a class, review form/meaning/pronunciation. 				

